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ABSTRACT

The purpose of the leadership development training package is to provide an environmental simulation for preparing local and State officers in the Distributive Education Clubs of America (DECA). The package presents the participant with a learning environment relevant to the future role of DECA officer by allowing him or her to experience a variety of tasks performed by the DECA officers. The participant is exposed to scripts and communications typically experienced by local and State DECA leaders. The appendix includes the evaluation of the leadership development workshops conducted at the 27th Annual Career Development Conference in Atlantic City, New Jersey in May 1973, during which these leadership training materials were pilot tested. (MJ)

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ED112221

DECA Leadership Simulation

CE005 245

AN ENVIRONMENTAL SIMULATION:

LOCAL AND STATE LEADERSHIP DEVELOPMENT

Prepared by

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FOREWORD

This simulation package has been developed with a conscious attention to reality. Thus, the materials are based upon areas of concern which are relevant to local and state situations and have been authenticated by use of case files and reality checks with practitioners in the field. It is recognized that solutions to the simulated situations may vary from state to state, however, the problems presented in the simulation should be applicable to most states for leadership training efforts.

The developers are indebted to the contributions of the following persons in the development of these materials: Miss Lynne Rhudy, Member Services Director, Distributive Education Clubs of America, Inc; Mr. Gregory Williams, University of Northern Colorado, Greeley, Colorado; Dr. Kendrick Spooner, Research Coordinator, Department of Vocational Education, University of Northern Colorado, Greeley, Colorado; and Mrs. Debbie Tacker, University of Northern Colorado, Greeley, Colorado.

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If users of the simulation materials would have questions regarding implementation of this package into leadership development training programs, contact one of the developers for suggestions:

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INTRODUCTION

An Overview

The purpose of this package is to provide an environmental simulation for preparing local and state officers in the Distributive Education Clubs of America (DECA). Both chapter and state advisors could employ the simulated situations presented in this package in their leadership development training efforts.

The ultimate success of DECA--local, state, and national levels--is directly related to the leadership qualities of those in the vocational youth organization. If vocational youth organizations are to continue as a viable instructional component of the total Distributive Education program, leadership development materials must be designed for training DECA officers.

A definite need exists for leadership development materials which provide the DECA officer with a learning environment relevant to the role he or she will play as a leader in DECA. Simulation training techniques have proven effective in facilitating such a learning environment. The simulated learning environment provides students the opportunity to apply themselves to realistic situations that he or she might encounter as a DECA leader.

Leadership Development Workshops

Recognizing the need for making available leadership training materials for local and state training efforts, DECA requested Educational Resource Associates to develop and pilot-test leadership training materials in a series of workshops at the 27th Annual Career Development Conference in Atlantic City, New Jersey.

The three-days of workshop activities are summarized below:

Monday, May 7, 1973

Each participant was assigned the role of an officer in a local DECA Chapter. To enhance realism and role assumption, two slide-tape presentations were presented that described the simulated city (Glen Oaks) and high school (Glen Oaks High School).* Participants were then presented with a number of problems for which they sought solutions both individually and collectively.

Tuesday, May 8, 1973

On the second day of the workshop, participants were assigned the role of a state DECA officer. A slide-tape presentation was viewed describing the simulated state (Buchannan).* The problems presented were similar to those which might be experienced by a state DECA officer.

Wednesday, May 9, 1973

Participants had the opportunity to compare solutions for the local and state problems presented on the first two days. In addition, "Leadership Recognition Awards" were presented to those participants who attended the leadership development workshop.

Workshop Evaluation

Recognizing the value of the participants' reaction to both the workshops and simulation materials, information was collected on the first (Monday) and second days (Tuesday) of the workshop. Data was not collected on the third day (Wednesday) since the activities were primarily a review of the participants' responses to the leadership problems presented on the first two days. A copy of the evaluation report can be found in Appendix B.

*The demographic data and three slide-tape presentations which depicted the simulated city (Glen Oaks), state (Buchannan), and high school (Glen Oaks High School), for the purpose of enhancing realism and role assumption were extracted from the Glen Oaks Simulation. The Glen Oaks Simulation is a comprehensive simulation for preparing vocational teachers and is funded by The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. For additional information contact Dr. Jim Koeninger, Teacher Educator, Distributive Education, Angelo State University, San Angelo, Texas.

Goal Statements

The strengths of this leadership development training package are expressed in the following goal statements.

This simulation was designed to:

(1) provide the participant with a learning environment relevant to his/her future role as a DECA officer--local or state levels;

(2) provide the participant the opportunity to experience a variety of tasks performed by DECA officers;

(3) include simulated incidents which would be realistic, relevant, and meaningful to the participants;

(4) encourage a high degree of participant involvement and provide an enjoyable learning experience; and

(5) provide the participant the opportunity for practical application of advisor's suggestions.

USER SUGGESTIONS

Simulation Techniques

The primary simulation techniques employed in this simulation package include in-basket items and role-play situations. The in-basket techniques employ stimulus items, e.g., a letter or a script in which a DECA student or State DECA Advisor requests information, to which the participant's task is to respond in an appropriate manner, i.e., write a letter, make a telephone call, or schedule a personal interview.

The purposes of the in-basket exercises are:

1. To provide information and guidance as the participants progress through the simulated activities.

2. To expose the participants to those types of communications that might be experienced by local and state DECA leaders.

3. To simulate administrative desk-oriented work activity.

The design of the simulation package will provide the workshop director with lee-way to design and include additional in-basket items in the basic simulation package if a particular group of learners might have a specialized need. In addition, items can be revised or modified using data other than that given in the problem. The in-basket items that are provided are merely examples of those types of correspondence one might receive in a similar position. These in-basket items should not be considered models for written correspondence since intentional deviations from communicative protocol have been violated to provide an instructional facet, if the workshop director so desires.

In a typical role-play situation, a participant is requested by the Distributive Education teacher coordinator to attend an initial local Distributive Education advisory committee meeting. The participant is told in the "Key Points To Remember" that the advisory committee members are new to the Distributive Education program. In addition, the participant is requested to describe what the Distributive Education program means to him. Following his presentation, several members of the advisory committee have questions to which the participant must respond. The simulation director may use the scripts that have been provided or can have the workshop participants to formulate their own questions. This role-play experience will allow the participants the opportunity to respond to the types of questions that might be asked by advisory committee members without the benefit of preparation.

Classification of Stimulus Items

The stimulus items are clustered into two categories: local and state. Within the local cluster, stimulus items are provided which focus upon those problems that might be encountered by local DECA leaders. In the state cluster, emphasis is placed upon state level problems, however, the simulation director should review the stimulus items both in the local and state clusters and identify those stimulus items which could be modified and be used for either local or state leadership development programs. The workshop director can modify existing stimulus items so they will serve local or state training sessions.

Special Characteristics

As you review the stimulus items, it is necessary that you understand special characteristics and functions of Key Points To Remember, scripts, and coding system.

1. Each stimulus item is coded in the upper right hand corner of the page and/or to the left of script statements. (See Figures 1 and 2).

2. "Key Points To Remember" items are used to provide directions and guidance. For example, in stimulus item "4A", the participant is requested to attend an initial local Distributive Education advisory committee meeting to acquaint the members with the Distributive Education program and what the program means to him. Thus, the participant will prepare and make a short presentation to the workshop participants as if they were the local advisory committee.

3. "Script" items provide questions to which the participants must respond. For example, in stimulus item "4A" discussed previously, you made your presentation to the advisory committee and were told in the "Key Points To Remember" that the committee may ask you to respond to their questions. Stimulus item "4B-4G" is a script which is read by the simulation director (or another participant) to which the participant responds. After the participant responds to item "4B", the reading and responding process will be repeated with items "4C" through "4G".

4. Stimulus items are coded in sets. Stimulus item 9 is a unit which is composed of one in-basket item. In reviewing the set of stimulus items, another item is coded "4A". The simulation director should realize that item "4A" is the first item in a set. Further review reveals that a script is coded "4B" -- "4G". Thus, the entire set is comprised of a Key Points To Remember "4A" and a script "4G".

Instructional Procedure

The simulation director should consider the following procedure in using this simulation package. Experienced simulation users will probably

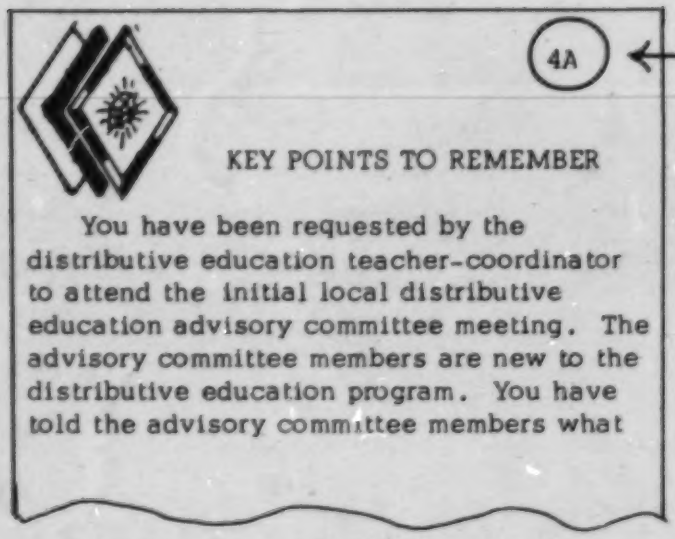

4A
Item Number
KEY POINTS TO REMEMBER
You have been requested by the distributive education teacher-coordinator to attend the initial local distributive education advisory committee meeting. The advisory committee members are new to the distributive education program. You have told the advisory committee members what

Figure 1 Location of Item Number

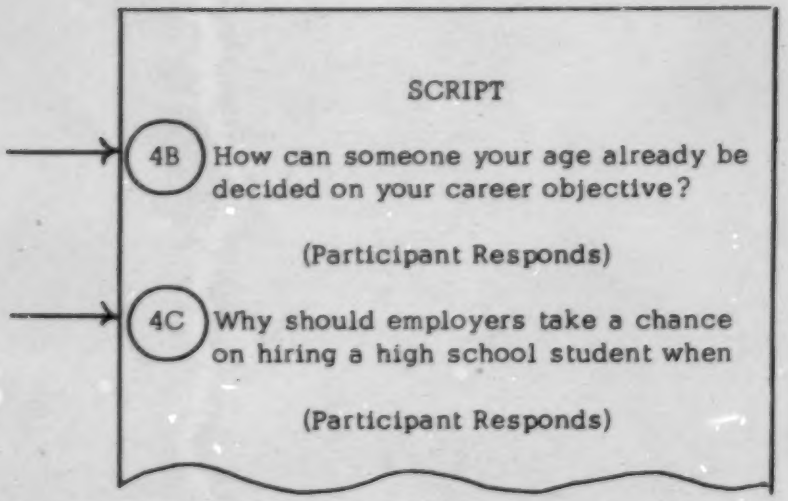

SCRIPT
4B
How can someone your age already be decided on your career objective?
(Participant Responds)
4C
Why should employers take a chance on hiring a high school student when
(Participant Responds)

Figure 2 Location of Item Number

wish to deviate from this suggested sequence of activities.

1. Establish leadership training objectives.

2. Review all stimulus items included in the package--both local and state items.

3. Select stimulus items which are consistent with the objectives and modify items where necessary to conform to the objectives. If objectives are identified for which items are not available, the simulation director should design items using the same formats presented.

4. Estimate the number of participants and reproduce adequate quantities of materials. It is suggested that each participant receive a set of stimulus items used. However, if the budget is limited, provide a set for each table of participants. Five participants would be assigned to a "leadership team."

5. Secure appropriate facilities. It is suggested that tables be used to allow for group activity and written responses to stimulus items. It would cause no difficulty if teams were larger or smaller, however, the amount of group interaction would be curtailed.

6. Secure necessary supplies, including: pencils, paper clips, scratch paper, magic markers, etc. Provide a 3 x 5 card to each participant which will be used as a desk plate.

7. An orientation session is necessary and should include the following types of information:

    a. Workshop objectives

    b. Role assumption. (Each of the participants must assume the role of a DECA officer (or leader) in a mythical high school--if the Glen Oaks Simulation slide-tape presentations are available, they can identify with the simulated city and high school--or assume the role of a state DECA officer).

c. Simulation techniques and terminology. (Use the material presented on pages 5-6 as reference.

d. Operational guidelines. (Refer to Appendix A for this information).

8. Distribute stimulus item(s) to participants. If sufficient copies are available, each participant should receive a copy. If limited copies are available, distribute one set per table.

The workshop director has three alternatives in distributing stimulus items.

Alternative A: Distribute one stimulus item at a time.

Alternative B: Distribute a set of stimulus items. A set would include all those items to be used by the simulation director.

Alternative C: Distribute items in varying quantities, e.g., distribute the number of items you feel the participants should handle in a specified period of time.

9. If Alternative A is selected, the following procedure should be considered:

a. Distribute one stimulus item.

b. Participants individually review the item and complete the following forms:

(1) Problem Analysis (page 11)
(2) Communication (page 12)

c. Following completion of forms, the team leader will conduct a team discussion and arrive at a team consensus for solving the problem.

d. The simulation director will call upon one team to present the problem and their solution. The remaining teams will then critique the approach the presenting team took in solving the problem.

LEADERSHIP DEVELOPMENT WORKSHOP

Problem Analysis

Subject: _____

Stimulus Item No: [ ]

What is the real problem(s) in this communication (or situation)? _____

_____

_____

_____

What immediate action should be taken? _____

_____

_____

_____

What broad implications, if any, does this problem contain? _____

_____

_____

What additional information would you seek or resources would you employ before taking action?

_____

_____

_____

_____

_____

LEADERSHIP DEVELOPMENT WORKSHOP

Communication

To: _____

From: _____

Subject: _____

Stimulus Item No: [ ]

Form:

_____ Letter

_____ Telephone

_____ In-person

_____ Memorandum

Briefly sketch the important points you would make in your communication.

Message: _____

e. The next stimulus item will be distributed and the procedure duplicated.

10. If Alternative B is selected, the following procedure should be considered:

a. Distribute sets and team leader assigns the first stimulus item for consideration by the team members.

b. Distribute one stimulus item.

c. Participants individually review the item and complete the following forms:

(1) Problem Analysis (page 11)
(2) Communication (page 12)

d. The team leader will assign the next stimulus item and the procedure is repeated until all items are reviewed and forms completed.

e. The simulation director will call upon teams to present different problems and their solutions and other teams to critique.

11. If Alternative C is selected, the following procedure should be considered:

a. Distribute the number of items the simulation director feels can be reviewed in a specified period of time, e.g., 2 hours.

b. The team leader will assign the first item to consider.

c. Participants individually review the item and complete the following forms:

(1) Problem Analysis (page 11)
(2) Communication (page 12)

d. Following completion of forms, the team leader will conduct a team discussion and arrive at a team consensus for solving the problem.

e. The team leader will assign the next stimulus item and the procedure is repeated until all items are reviewed and forms completed.

f. The simulation director will call upon teams to present different problems and their solutions and other teams to critique.

12. Additional suggestions.

a. If a role-play situation is indicated as in stimulus item "5A" the simulation director should select the participant(s) who will be involved in this simulated experience. The time of the role-play experience should be announced.

b. At various intervals throughout the simulation experiences, the simulation director may choose to conduct discussion sessions for reactive, evaluative, and/or instructional purposes. The completed problem analysis forms will be helpful during these sessions.

Reference Materials

The workshop director should make available the following reference materials to the participants:

DECA Handbook (Falls Church, Virginia: Distributive Education Clubs of America), 1972.

Chapter Management Aids Handbook (Falls Church, Virginia: Distributive Education Clubs of America)

LOCAL LEADERSHIP STIMULUS ITEMS

1A

KEY POINTS TO REMEMBER

The teacher-coordinator posted an announcement on the DECA bulletin board that those students who were interested in seeking a DECA Chapter office should file an application before Friday. You filed an application.

You have been scheduled for an oral officer's qualifying examination. To be considered a candidate for an office you must successfully answer at least eighty percent of the questions.

You enter the room, are seated, and the examining committee begins:

. . . . . .

SCRIPT

1B	Chairman:	We have selected several questions regarding DECA which we feel a DECA officer should be able to answer. To be considered a candidate for a DECA office, you must successfully answer at least eighty percent of our questions. Good luck.
1C	Question #1:	What is <u>DECA</u>?
1D	Question #2:	How extensive is DECA in this country? Can you tell us how many state associations there are? Also, how many local DECA Chapters are there throughout the nation? How large is the membership of DECA nationally?
1E	Question #3:	What are the <u>purposes</u> of DECA?

1F	Question #4:	How many divisions are there in DECA? Can you name them?
1G	Question #5:	What is DECA, Inc.?
1H	Question #6:	What is the CDC?
1I	Question #7:	What is the official national magazine of DECA?
1J	Question #8:	Where is DECA headquarters located?
1K	Question #9:	Who is the Executive Secretary of DECA?
1L	Question #10:	What do the four points of the DECA diamond symbolize?
1M	Question #11:	Describe the DECA emblem.
1N	Question #12:	Would you recite the DECA creed?
1O	Question #13:	Why should our chapter members join our DECA chapter?
1P	Question #14:	What do you feel our chapter should accomplish this year?
1Q	Question #15:	What is the difference between DECA and DE?

2A

KEY POINTS TO REMEMBER

At a DECA Chapter meeting, the election of DECA officers is being discussed.

. . . . . .

SCRIPT

2B DECA Advisor: You are aware of the need to elect a good state officer to lead the DECA Chapter. Each of you have participated in clubs and many of you have probably been an officer. What offices do you believe we need to elect officers for?

2C DECA Advisor: For what offices or committee assignments should we appoint members? And, who should be responsible for appointing members?

KEY POINTS TO REMEMBER

Your DECA Chapter has elected the DECA Chapter officers. You were elected to the office of _____. (Each participant should place his desired or actual office in the space provided). You are attending an officer's meeting at which the Chapter Advisor has requested an opportunity to talk to the officers.

. . . . . .

SCRIPT

3B DECA Advisor: I appreciate the opportunity to visit with you at this initial officer's meeting. Each of you should be commended for your willingness and enthusiasm to serve as a chapter officer. I know that each of you has ideas you want to see initiated. Therefore, I want you to do something. Would each of you identify what you want to accomplish this year in your particular office. In other words, what are your objectives? Second, how will you know you have accomplished your objectives. For example, if you are responsible for the membership drive, you could establish a 100% membership objective. You would know if you accomplished your goal if everyone who was enrolled in the Distributive Education program were members of DECA.

That's a big job but important. First, what do you want to accomplish. Second, how will you know you accomplished your objectives.

4A

KEY POINTS TO REMEMBER

You have been requested by the distributive education teacher-coordinator to attend the initial local distributive education advisory committee meeting. The advisory committee members are new to the distributive education program. You have told the advisory committee members what distributive education has meant to you and several of the members have questions for you . . . . . .

. . . . . .

SCRIPT

4B How can someone your age already be decided on your career objective?

(Participant Responds)

4C Why should employers take a chance on hiring a high school student when shoplifting is so common in that age group?

(Participant Responds)

4D It seems so many students cannot decide what to do when they graduate from high school. How can I urge an employer to hire someone who will only be temporary help?

(Participant Responds)

4E What can we propose that employers do to make your on-the-job training more meaningful?

(Participant Responds)

4F How are you different from other high school students not in DE?

(Participant Responds)

4G How different are you from other part-time help?

(Participant Responds)

5A

KEY POINTS TO REMEMBER

As an officer in your local DECA Chapter, you announced a selected list of DECA members who will travel to a civic club meeting and participate in a recognition banquet honoring the Chapter's activities in the community. Several members of the DECA Chapter began to complain after names were announced and theirs were not on the list. One outspoken member expresses his concern. . . .

. . . . . .

SCRIPT

5B Hey, why is it that I don't get to share the glory? It seems that anytime there is some neat thing to be done, your friends are the ones who get chosen. I, for one, want to go to the luncheon. A free meal and early release from school sounds like a good deal to me! I worked as hard as anybody on the community projects. So, put my name on the list with the chosen few.

(Participant Responds)

6A

KEY POINTS TO REMEMBER

Your local DECA Chapter is composed of members who are in three different Distributive Education classes in the school. The DECA officers are in two of the three classes. On certain occasions there have been breakdowns in communication. At a chapter officers meeting, this concern is expressed. . . .

. . . . . .

SCRIPT

6B You know, this communication problem is getting to be serious. It seems that some things that are agreed upon in one class don't even get voted on in one of the other classes. The dates of the chapter meetings, when we are all together, are too far apart. On the other hand, we can't possibly have any more scheduled chapter meetings. We have just got to come up with a way of making sure we are all together and that each class knows what the other classes are doing or thinking when it comes to DECA. Does anyone have any suggestions?

(Participant Responds)

7A

KEY POINTS TO REMEMBER

Your local DECA Chapter needs money but your school has adopted a new rule against the sale of any item. In the past, your school has raised money through the sale of items such as candy and candles. You are in a chapter meeting to discuss this problem. . . .

. . . . . .

SCRIPT

(President speaks)

7B As all of you know, we can no longer raise money through the sale of goods. We are in trouble. We need $300 in order to complete the activities we have scheduled for the rest of the year. I want all of you to make a list of ways to obtain income to support the DECA program of work. Please, try to be as creative as possible. We all know that car washes can be done but what we need is something a little different. What do you suggest--because we're really in trouble?

(Participant Responds)

8A

KEY POINTS TO REMEMBER

Many of the student members of your local DECA Chapter are not attending chapter meetings. They offer many reasons for not attending such as work conflicts, social activities conflicts, and no transportation. You, a leader in the chapter, have been requested to sit down with several members, one at a time, and try to determine the reason they are not attending the meetings. Your ultimate hope is to convince them of the need to attend chapter meetings. One of the absentees says. . . .

. . . . . .

SCRIPT

8B Sure, I can tell you exactly why I don't attend the meetings. It isn't because of any conflict either. I just told that to our Distributive Education coordinator because he would just get mad if I gave him any other reason. I don't attend because I think that club meetings are "mickey mouse." I figure it is a real waste of my time to drag back to school for more school stuff. I get enough of that. Look, I paid my dues. Now I figure it's time for all of you to let me do what I want with my own time.

(Participant Responds)

FROM THE DESK OF. . . State DECA Advisor

It has been brought to my attention that local DECA Chapters have expressed an interest in coordinating various activities among DECA Chapters in their district. This spirit of cooperation will greatly enhance the distributive education program in our State. Your State DECA Association's response to the following questions will be helpful:

(1) Why would your chapter be in favor of participating in activities on a district basis?

(2) What problems would you anticipate a district effort having?

(3) What types of cooperative activities would you see being conducted by your district?

(4) What type of an organization would be necessary for this district effort?

dmt

KEY POINTS TO REMEMBER

To determine who will represent your local DECA Chapter in the various competitive events leading to the state conference, a series of elimination contests have been scheduled. The competition has been outstanding. Mary, John, David and you are taking the written test in the advertising event. You and Mary notice that John is cheating.

. . . . . .

SCRIPT

10B Mary: Hey John! What do you think you are doing? You know that using a cheat sheet isn't allowed. Why don't you just turn yourself in if you can't play fair?

10C John: Calm down. This isn't a cheat sheet. How would I know what questions they would ask? This sheet just has some notes I made when we studied advertising. There are too many listing questions for me to have all the information memorized. Anyhow, it's none of your business how I answer the questions as long as I know where to go to find the answers. Besides, the real test is the ad layout--that's where creativity takes over.

(Participant Responds)

KEY POINTS TO REMEMBER

You have just been informed that, although you had the highest qualifications of any contestant, you are disqualified because your teacher-coordinator failed to submit the necessary papers on time. You are dejected and begin to walk down the hall. Your teacher-coordinator approaches you and says. . . .

. . . . . .

SCRIPT

11B I'm really terribly sorry, I didn't realize that the deadlines were all that rigid. Now may not be the time when you want to talk about it but what would you suggest to ensure that deadlines are met and this doesn't happen again?

(Participant Responds)

12A

KEY POINTS TO REMEMBER

You are in attendance at a district DECA conference. You notice John LaBack, a fellow member in your local DECA Chapter, taking some pills. On several occasions, (the same day), you notice that John is acting unnatural--highly excited, loud, and flighty. In the past, John has been a rather quiet and reserved person. Your DECA Advisor has heard that John is violating the code of conduct at the conference. Because of your leadership in your local DECA Chapter, your teacher-coordinator approaches you and says. . . .

. . . . . .

SCRIPT

12B I am concerned about John's behavior the past few weeks and especially during the conference today. He has been acting much differently lately and I have no idea what is wrong. If his behavior continues, I'll have to dismiss him and make arrangements to send him home. Do you know what John's problem is?

(Participant Responds)

13A

KEY POINTS TO REMEMBER

Two DECA members in your local DECA chapter won first place in participating events--sales demonstration and job interview--at the state DECA conference. As would be expected, everyone in the chapter is excited about the two DECA members attending the national conference. The two students have worked very hard to achieve this recognition.

. . . . . .

13B

FROM THE DESK OF. . . State DECA Advisor

Congratulations on winning a first place in the state competitive events. The reputation of our DECA program will continue to impress top management as long as we have fine examples of future marketing leaders such as you.

It is my unfortunate task to inform you that because of the location of the national Career Education Conference this year, our State funds will cover only a small portion of the expenses of each contestant. Therefore, it is the responsibility of the contestant and the local chapter to secure the additional monies needed to send each contestant to the national conference.

It is important that I be informed as soon as possible of whether or not you will be attending the conference. If necessary, alternates need to be informed so that they can make all necessary preparations.

dmt

KEY POINTS TO REMEMBER

One of the leaders in your local DECA Chapter is eligible to participate in a national competitive event. It has just occurred to her that the national conference and the senior prom are scheduled during the same week. She is a senior and has been dating another senior. She begins to discuss the problem with you.

. . . . . .

SCRIPT

14B Gee, I just can't go to the national conference. If I miss the prom, John will never speak to me again. But if I don't go to nationals, I'll disappoint the chapter and my teachers will kill me. What should I do?

(Participant Responds)

15A

KEY POINTS TO REMEMBER

Your DECA adviser feels that the highlight of the year for your DECA Chapter will be the Employer Recognition Banquet. At one of your DECA meetings, the subject is the Employer Recognition Banquet. It seems that there are several misunderstandings. Your DECA Advisor has requested that you respond to questions from DECA members concerning the Employer Recognition Banquet. You will respond to the following questions:

. . . . . .

SCRIPT

15B Who will be allowed to attend the Employer Recognition Banquet? Can we bring a date?

(Participant Responds)

15C Where I work, I have several bosses--the manager, division supervisor, department supervisor, and two or three others--will I have to bring everyone? What about parents?

(Participant Responds)

15D As I see it, this is going to be expensive. Who's going to pay for it? I don't have any extra money. If we don't have the money, do we have to go?

(Participant Responds)

15E If my employer is invited, I don't have to pay his way, do I?

(Participant Responds)

15F Look, I don't mind going to the banquet, but I just can't afford it. I don't see why the employers can't pay for their own meals. They can afford it better than we can.

(Participant Responds)

15G Does everyone have to go to the banquet?

(Participant Responds)

15H What if someone doesn't go? Will it affect his grade?

(Participant Responds)

15I Just what will we do at this banquet? We won't have a dull speaker, will we?

(Participant Responds)

15J Who will be the toastmaster? Will it be the club president?

(Participant Responds)

15K The Student Council has been having difficulty in scheduling their banquet. When will be plan to have ours?

(Participant Responds)

15L This will be a big thing, won't it? Maybe we should set up some committees; what will we need?

(Participant Responds)

15M What do we have to wear?

(Participant Responds)

15N We won't have to wear ties, will we? What will the girls wear?

(Participant Responds)

KEY POINTS TO REMEMBER

Your local Employer-Employee Banquet has not been planned and a number of members were not able to attend the last DECA meeting which was called for the purpose of discussing the banquet. An officers meeting has been called by the teacher-coordinator who says. . . .

. . . . . .

SCRIPT

16B We have got to get busy on the banquet if we're going to have one. Many of you missed the meeting yesterday. We had quite a hassle about the banquet. The members could come to no decision as to what should be on the program, the cost per person, the location, or the type of meal. On the bright side, two constructive things were decided--they want to give recognition awards of some kind and to have more student participation. It would help if the officers would present a tentative agenda for the banquet program at the next meeting. Would you give me a suggested agenda as soon as possible?

(Participant Responds)

KEY POINTS TO REMEMBER

A meeting of your local DECA Chapter officers is being held to discuss the forthcoming elections of chapter officers. Officers have been elected primarily on the basis of popularity. A number of the officers have expressed concern that criteria should be established to determine the qualifications for candidates for local offices. The teacher-coordinator has requested time to talk about this need. . . .

. . . . . .

SCRIPT

17B You know, I've been thinking that we ought to go about the election of officers in a more systematic fashion. We have been fortunate in the past to have some good officers, you certainly are an example of that. I'm not sure how much longer I can depend on strictly popularity to be the deciding factor for electing officers. I can think of some students in the school who are very popular but would give poor leadership to any group. I would appreciate your proposing criteria for local officer candidates that would ensure capable leadership for next year's organization.

KEY POINTS TO REMEMBER

Your DECA Chapter has been discussing the possibility of sponsoring an all-school assembly to promote the distributive education program during Vocational Education Week. The DECA officers drafted a letter to the principal and requested permission to schedule an all-school activity. You are awaiting his reply. . .

. . . . . .

FROM THE DESK OF. . . Irving B. Stewart, Principal

Your interest in sponsoring an all-school assembly during Vocational Education Week is appreciated. Since this week is in honor of all vocational education programs, I cannot approve an assembly program for one vocational program.

However, if your DECA Chapter would be willing to present a program focusing on the three vocational clubs in this school--DECA, FBLA, and FHA--I would allow this cooperative effort among the vocational clubs.

First, what steps do you plan to take in organizing such a cooperative effort?

Second, what ideas do you now have for such an assembly program?

Your immediate reaction to this proposed cooperative all-school assembly for our vocational clubs will be appreciated.

meh

KEY POINTS TO REMEMBER

You are having lunch in the school cafeteria with a number of your friends who are not enrolled in distributive education. The conversation turns to the fact that you are going to enroll in distributive education for a second year. One of your friends begins to question the wisdom of your decision.

. . . . . .

SCRIPT

19B Why are you going to take distributive education when I can get out of school early and go to work without taking DE?

(Participant Responds)

19C How do you feel when your teacher comes out to your company and checks on you? Personally, I like my freedom.

(Participant Responds)

19D What happens if you want to change jobs?

(Participant Responds)

19E And that club you're in. . .ah, DECA. . .I don't see why you spend so much time. What good will it do you?

(Participant Responds)

20A

KEY POINTS TO REMEMBER

The officers in your local DECA Chapter are reviewing the year's accomplishments and activities. The chapter has been very active and has received state and national recognition. One of the officers begins to talk.

. . . . . .

SCRIPT

20B You know, now that the year is about over, I've been thinking about my being a DECA officer. Although I've worked as hard as anyone, I'm concerned about the role the officers play, I feel I have served no real purpose. I was proud to be elected but I don't see the real importance of my position. What can we do to make the role of a DECA officer more important? Otherwise, I recommend we do away with this office. What do you think?

(Participant Responds)

KEY POINTS TO REMEMBER

The school year is coming to an end and your treasury has a surplus of $500. This, of course, was not anticipated but the members are delighted that the Chapter was so successful in its fund-raising efforts. At a Chapter meeting, the teacher-coordinator makes a statement. . . .

. . . . . .

SCRIPT

21B Teacher-coordinator: All of you are aware that I received a note from Mr. Bruffey, the school Treasurer, that DECA has a balance of $500. I'm very proud of your efforts this year. If you want to spend any of this money, you must do so in the next two weeks. No monies will be expended after this time until next August. Several of you have suggested that the Chapter should throw a big end-of-the-year get-together. Others have identified a number of service projects they wish to sponsor. My concern is that you make a decision as to what to spend the money for, if you decide to spend it. Any suggestions?

(Participant Responds)

STATE LEADERSHIP STIMULUS ITEMS

KEY POINTS TO REMEMBER

You are in attendance at the State DECA Career Development Conference. Being a state officer, several students have talked with you regarding their concerns. One student is visiting with you outside the room where the "manuals" are displayed. He says. . . .

. . . . . .

SCRIPT

22B Well, as far as I'm concerned the manual contests are just a big farce. The same old schools win every year. I talked to several of the students who had great looking manuals and they said their coordinators did most of the work. Their name was on the manual but it really wasn't their work. That just doesn't seem fair. I think they should be disqualified. Something has to be done. What are the state officers going to do about the cheating that goes on?

(Participant Responds)

KEY POINTS TO REMEMBER

You are in attendance at a state officers meeting to discuss the State DECA Career Development Conference. Several concerns have been expressed by the officers including. . . .

. . . . . .

SCRIPT

23B I visited all the workshops this year and I felt they were pretty good. But, attendance was terrible. The students told me they didn't come to the conference to go to meetings. We need to plan workshops that the kids want to attend. What suggestions can we come up with to improve attendance at our workshops? Maybe we shouldn't have any if so few are going to go.

(Participant Responds)

23C We've got a lot of students coming to the conference who aren't competing in contests. What are we going to do with these non-competing delegates?

(Participant Responds)

23D I'm concerned about the bad image DECA is getting. Have you read the letter from the hotel describing the number of damaged hotel rooms and items stolen from rooms. One room even lost a table lamp. We've got to do something about this disrespect of property. What can we do?

(Participant Responds)

FROM THE DESK OF. . . State DECA Advisor

It has always been a policy to include the thinking of our State Officers when planning the DECA program of work for each year's activities.

Please outline the activities which you feel should be included in our program of work. This program of work should include the activities of the state association rather than the local chapter activities. Also please make out a calendar of events for the various activities.

I hope that you will complete this assignment immediately and communicate your suggestions at your earliest convenience.

dmt

FROM THE DESK OF. . . State DECA Advisor

Each year the State DECA Officers receive many requests from local DECA Chapters to participate as guest speakers in Employer-Employee Appreciation functions. Since these requests will be forthcoming in the near future, I feel that each of you should give some thought to the content to be included in such a presentation. Please outline for me the information which you feel should be included in a presentation of this type only include an outline of what you would include in your speech. Your target audience would include students, parents, employees, and guests.

Please give your attention to this and mail it to me immediately. I will review it and return it with my comments.

dmt

FROM THE DESK OF. . . State DECA Advisor

As you know, our annual statewide Leadership Workshop for Local DECA Officers is scheduled for next fall, and I want the state officers to be actively involved in the planning of this workshop. The state has received much criticism in the past because of the lack of input from the students.

This is your chance to get involved in planning this workshop. The workshop has been planned for only one day, and will be held on the campus of the State University. Please give some thought as to what you would like to see included in the workshop, and plan an agenda for the meeting.

You may give consideration to sessions related to: (1) competitive activities, (2) Leadership development, (3) chapter activities, (4) career opportunities, (5) duties and responsibilities of officers, (6) parliamentary procedures, etc. Please send me your suggestions and agendas as soon as possible.

dmt

KEY POINTS TO REMEMBER

The Disciplinary Action Board is having its initial meeting at the Buchannan Career Development Conference. The Chairman of the Board is speaking. . . . .

. . . . . .

SCRIPT

27B Chairman: With the State DECA Career Development Conference beginning tomorrow, we have a lot of work to do in establishing the Disciplinary Action Board. One of the first items of business is to establish a set of rules regulating conduct for delegates during the Conference. Keep in mind that these conduct rules will be accepted or rejected by the voting delegates. Let's establish a conduct code that is fair for all and one we can enforce. What suggestions do you have?

(Participant Responds)

KEY POINTS TO REMEMBER

You are in attendance at the State Officers' Planning Conference for the State DECA Career Development Conference. A number of topics have been discussed, however, the discipline problems that have plagued the conference in past years are of concern to all.

The State DECA Advisor is talking. . . .

. . . . . .

SCRIPT

28B State Advisor: In recent years the number of discipline problems has increased greatly. The actions of a few irresponsible students threatens to curtail many of our activities at the Career Development Conference. It has been suggested that the student delegates should be involved in the decisions regarding these discipline problems.

Recognizing the need for student involvement regarding discipline problems, I suggest the formation of a Disciplinary Action Board to hear problems and make recommendations concerning the action to be taken.

You should consider the following questions:

First, who will be allowed to sit on this Board?

Second, how will members of the Board be selected?

Third, how many students and adults will be represented on the Board?

Fourth, what penalties will be placed on the student involved as well as the Chapter he represents. Consideration should be given to minimum and maximum penalties.

We cannot allow a few students to jeopardize the reputation of DECA. You have an important task and I will appreciate your immediate attention to this problem.

KEY POINTS TO REMEMBER

The Disciplinary Action Board is conducting a hearing during the Buchannan Career Development Conference to consider violations of the Conduct Code and recommend disciplinary action to the State DECA Advisor.

The violations will be reported by the members of the Board. What action would you recommend be taken by the State DECA Advisor? The first violation is. . . .

. . . . . .

SCRIPT

29B Violation Reporter #1. During the night four members of a state delegation had thrown a small table out of their 10th floor window and almost hit a pedestrian walking along the sidewalk below. Upon investigation by the hotel house detective, it was found that a table was missing from the accused delegation's room.

29C Violation Reporter #2. It was reported and verified that an entire delegation, including student delegates and the state advisor, were having a beer party in that state headquarters suite.

29D Violation Reporter #3. During a routine curfew check a state advisor reported a drinking party going on in the headquarters hotel among the adult advisors attending the Conference. This report was later verified and involved advisors from 8 different states.

29E Violation Reporter #4. During mid-afternoon, a boy and a girl from the same state delegation were seen leaving the girl's room. The conduct rules prohibit boys and girls being in the same room without an adult advisor.

29F Violation Reporter #5. It has been reported by the chief advisor in the advertising competition that a participant was seen using notes to assist him in answering the questions on the advertising exam. Upon being approached by the chief advisor, the student said he was unaware that this was against the rules. This participant made the highest score on the written exam and had an outstanding ad. He will place second in the nation if the results are allowed to stand.

FROM THE DESK OF. . . State DECA President

After the State DECA Career Development Conference, I had an opportunity to visit with Dale Wasson, the past State DECA President. Dale and I agreed that in the past, State officers have been relegated to "figurehead status". Actually, State DECA officers have done little more than sit at the head table one year and put on a good show as a master of ceremony the next year. Part of this reluctance by the State Advisor to involve State officers is our fault as State officers. We must show our interest and be committed.

In summary, would you please respond to the questions: (1) what do you feel the role of the state officer is? (2) in what types of activities should we be involved? (3) how extensively should we travel around the state? and (4) what should our role be in planning next year's State Career Development Conference?

I want this year's state officers to be involved and to lead.

bet

FROM THE DESK OF. . . Member Services Director
National DECA

The National Competitive Events Program provides recognition of individual or group accomplishments. From the very inception of DECA, this phase of the national program has been considered an integral part of the Program of Youth Activity. Over the years, these activities have been carefully analyzed and evaluated from the standpoint of being educationally sound. Each and every DECA member, Chapter Advisor, Teacher-Educator, and local or State Supervisor has an opportunity to assist in the evaluation and continued improvement of this program to assure maximum benefit to DECA members. Every effort has been made to keep the competitive event activities practical and to make them realistic and helpful as an educational experience for DECA members.

Periodically, we contact DECA members for their reaction to the National Competitive Events Program.

Check those competitive events which you feel should be deleted from the National Competitive Events Program.

	Delete
Creative Activities	
Area of Distribution Manual	_____
Chapter of the Year	_____
Merchandise Information Manual	_____
Studies in Marketing Project	_____
Creative Marketing Project	_____
Participation Activities	
Advertising	_____
Student of the Year-Boy	_____
Student of the Year-Girl	_____
Display	_____
Job Interview	_____
Public Speaking	_____
Sales Demonstration	_____

FROM THE DESK OF . . .

Member Services Director
Distributive Education Clubs
of America

One of the most frequent questions asked by a prospective member of DECA is, "What do I get for my national dues?" Every member should know that his national dues buys only one thing; OPPORTUNITY. It buys the opportunity to compete for DECA awards, recognition, offices, or honors. National dues can be identified with certain membership expenses of the national DECA organization. For example, if your National DECA dues are $2.00 per year, expenses for that amount of money might be identified as follows:

Expenditure	Amount
DECA Distributor	50¢
Building	50¢
National DECA Awards	45¢
General Printing	30¢
Reserve for Contingencies	10¢
National Officer Expenses	10¢
General Office Expenses	5¢
Total National Dues	$2.00

Approximately 29% of the income is derived from national dues.

Consideration is being given to increasing national dues to $3.00. The additional $1.00 will be used to continue and expand member services. Unless additional income is found, we will be forced to eliminate present services.

Your reaction to our proposal to increase national dues will be appreciated.

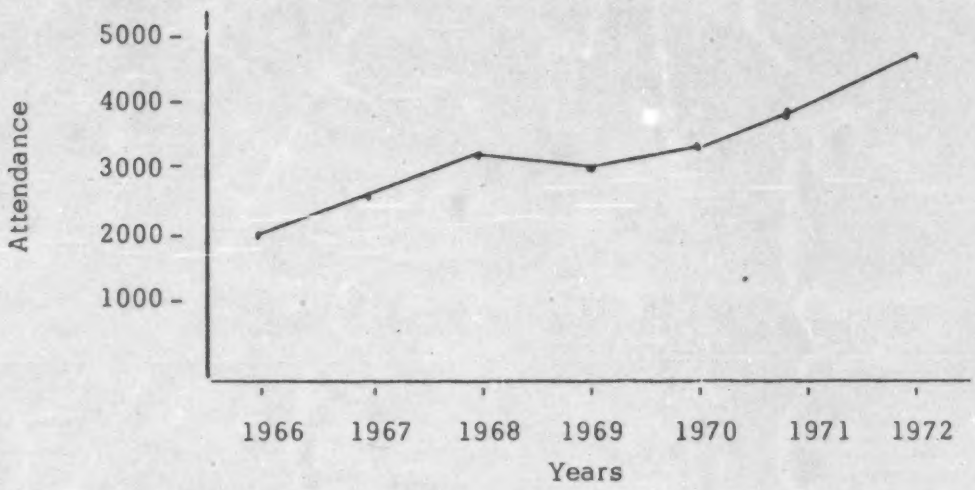
blh

FROM THE DESK OF. . . State DECA Advisor

There has been much discussion and comment about the size of the present Career Development Conference. One of the concerns being that if it grows much larger, few convention cities will be able to handle the conference.

The chart below depicts the growth rate.

CAREER DEVELOPMENT CONFERENCES
Growth Chart



It has been hinted that there may be a possibility of having four Regional Career Development Conferences, rather than one National Conference. This would cut down travel expenses for all who attend and give more students an opportunity to participate. The regional winners and representatives might then proceed to a national meeting of a shorter duration to compete for national honors.

I would like to have your reaction to this proposal of Regional Career Development Conferences. Please indicate the advantages and disadvantages of such a conference -- and try to reach a consensus among yourselves favoring or not favoring this type conference. If you do not favor the Regional Conferences, suggest an alternative plan.

dmt

KEY POINTS TO REMEMBER

A State Officers' Meeting has been called to discuss the relationship of the State DECA Association and National DECA. The State DECA Advisor has expressed his dissatisfaction with National DECA in the past and you anticipate this will be the subject of the meeting.

The meeting has been called to order by the State President. After introductory remarks by the President, the State DECA Advisor is called upon for comments. . . .

. . . . . .

SCRIPT

34B State DECA Advisor: I certainly appreciate your attendance at today's meeting. We have a great deal to discuss, therefore, let's get busy.

Because of a recent chain of events backed by a long history of problems, I am very seriously considering terminating our state's affiliation with National DECA. Rather than making this decision myself, I thought I should discuss this matter with the State officers.

I would like to hear any evidence you can present to me, pro or con, as to why I should notify National DECA as to our decision to terminate our affiliation with National DECA.

(Participant Responds)

KEY POINTS TO REMEMBER

A majority of the students at a local high school have expressed an interest in the formation of a DECA Chapter. These students have had a couple of meetings and identified a list of concerns to which they want you to respond.

The committee members are present and the chairman calls the meeting to order. . . .

. . . . . .

SCRIPT

35B Chairman: We're certainly pleased that a State Officer has agreed to visit with us today and answer a few questions. Most of us believe that forming a club will be a good deal.

Would you outline the steps we should follow in organizing a new DECA Chapter?

(Participant Responds)

35C Student #1: We probably need some officers to provide leadership. What are the requirements for being a club officer? By the way, what officers are needed?

(Participant Responds)

35D Student #2: You told us about dues. . .boy, they're expensive. Some of us will have trouble paying the dues. It seems like we pay an awful lot of money to the state and national organization. Why should we pay those--what good will it do us in Lafayette?

(Participant Responds)

35E Student #3: We'll need a constitution. I hope we don't have to write one -- can we get one already written?

(Participant Responds)

KEY POINTS TO REMEMBER

As a State DECA Officer you are called upon to assist in the establishment of local DECA Chapters. The Distributive Education teacher at a local high school contacted the State DECA Advisor for assistance in initiating a DECA Chapter. The State DECA Advisor requested that you travel to Lafayette and assist in this organizational effort.

You were welcomed enthusiastically by students and the teacher upon your arrival. The teacher has called the meeting to order and the students ask a number of questions, including:

. . . . . .

SCRIPT

36B Student #1: Do all the students taking Distributive Education have to join the club? or is it just for those interested?

(Participant Responds)

36C Student #2: If we were to join the club, what's in it for me?

(Participant Responds)

36D Student #3: Are there dues? How much and what are they used for?

(Participant Responds)

36E Student #4: Will we have meetings or will we meet in class?

(Participant Responds)

36F Student #5: If we decide to drop the club, do we get a refund for our dues?

(Participant Responds)

FROM THE DESK OF. . . State DECA Advisor

In 1971, National Delegates voted that 50¢, or 25%, of national DECA dues be used annually to purchase a national headquarters for DECA, until the building and property are paid for completely.

At a recent meeting, I learned that an intensive capital building campaign would be launched by National DECA. Approximately $1,000,000 will be needed to complete the building project.

Your response to the following questions will prove helpful to me in determining the position the State Association will take regarding the proposed headquarters.

First, do you favor such an outlay of money for a national headquarters for DECA?

_____a. Yes _____b. No

Second, should the headquarters be more closely associated with DECA or Distributive Education?

_____a. National Headquarters for Distributive Education Clubs of America

_____b. National Center for Distributive Education

Third, identify alternative methods local DECA Chapters might employ to assist in this fund-raising effort? _____

_____

Fourth, how might our state association assist in this effort? _____

_____

_____

FROM THE DESK OF. . . Communication Services Director

The DECA Distributor is the official national magazine of the Distributive Education Clubs of America. Each student member receives a copy of the DECA Distributor through his Chapter Advisor. Since the DECA Distributor represents DECA's primary means of communication with student members, we want to maintain an effective link with the membership. In addition, we want to include those items which are informative, interesting, beneficial, and needed.

Your reaction to the following questions will prove helpful in assessing the DECA Distributor:

1. What do you feel is the purpose(s) of the DECA Distributor? _____

_____

_____

2. How many times per year should the DECA Distributor be published?

_____a. Once a year
_____b. Twice per year
_____c. Three per year
_____d. Four per year
_____e. Five per year
_____f. Six per year
_____g. Ten per year
_____h. Others: _____

3. Check one of the following statements:

_____a. Each DECA member should receive a personal copy of the DECA Distributor.

_____b. Each DECA Chapter should receive a specified number of copies but not enough for each member. (The specified number would be proportionate to the membership total e.g. 50%).

4. What types of articles do you feel should be included in the DECA Distributor? _____

_____

_____

5. What suggestions would you offer for improving the DECA Distributor?

_____

_____

_____

LEADERSHIP DEVELOPMENT WORKSHOP

Team Information

TEAM LEADER

Name _____ Chapter _____

TEAM MEMBERS

Name _____ Chapter _____

Name _____ Chapter _____

Name _____ Chapter _____

Name _____ Chapter _____

APPENDIX B

AN EVALUATION OF THE LEADERSHIP DEVELOPMENT WORKSHOPS CONDUCTED AT THE 27th ANNUAL NATIONAL CAREER DEVELOPMENT CONFERENCE

Kendrick L. Spooner and Jimmy G. Koeninger[1]

The three-day workshop conducted at the 27th Annual National Career Development Conference in Atlantic City, New Jersey, May 6-10, 1973, used the materials found in An Environmental Simulation: Local and State Leadership Development[2] which focus upon problems confronted by local and state DECA officers. Recognizing the value of the participants' reaction to both the workshops and simulation materials, information was collected on the first (Monday) and second days (Tuesday) of the workshop. Data was not collected on the third day (Wednesday) since the activities were primarily a review of the participants' responses to the leadership problems presented on the first two days.

---

[1]Dr. Spooner is Research Coordinator, Department of Vocational Education, University of Northern Colorado, Greeley, Colorado, and Dr. Koeninger is Teacher Educator, Distributive Education, University of Northern Colorado, Greeley, Colorado.

[2]Koeninger, Jimmy G., Stephen R. Lucas, Benton E. Miles, and J. W. Weatherford. An Environmental Simulation: Local and State Leadership Development (Greeley, Colorado: Educational Research Associates), 1973.

Table 1 provides a description of the participants. On the first day of the workshop, 245 high school students were involved in the simulated activities which were centered upon the local officers' leadership role. The attendance reflected this emphasis with 50% of the participants being local officers.

The second day of workshops had an attendance of 155 students with a higher percentage being state officers, again reflecting the focus (state leadership) of the workshop.

Sixty students participated on the third day (Wednesday) of workshops. It should be noted that a major reason for attendance decline especially on Wednesday was due to conflicting activities, e.g. voting delegates assembly.

Table 1

DEMOGRAPHIC DESCRIPTION OF WORKSHOP PARTICIPANTS

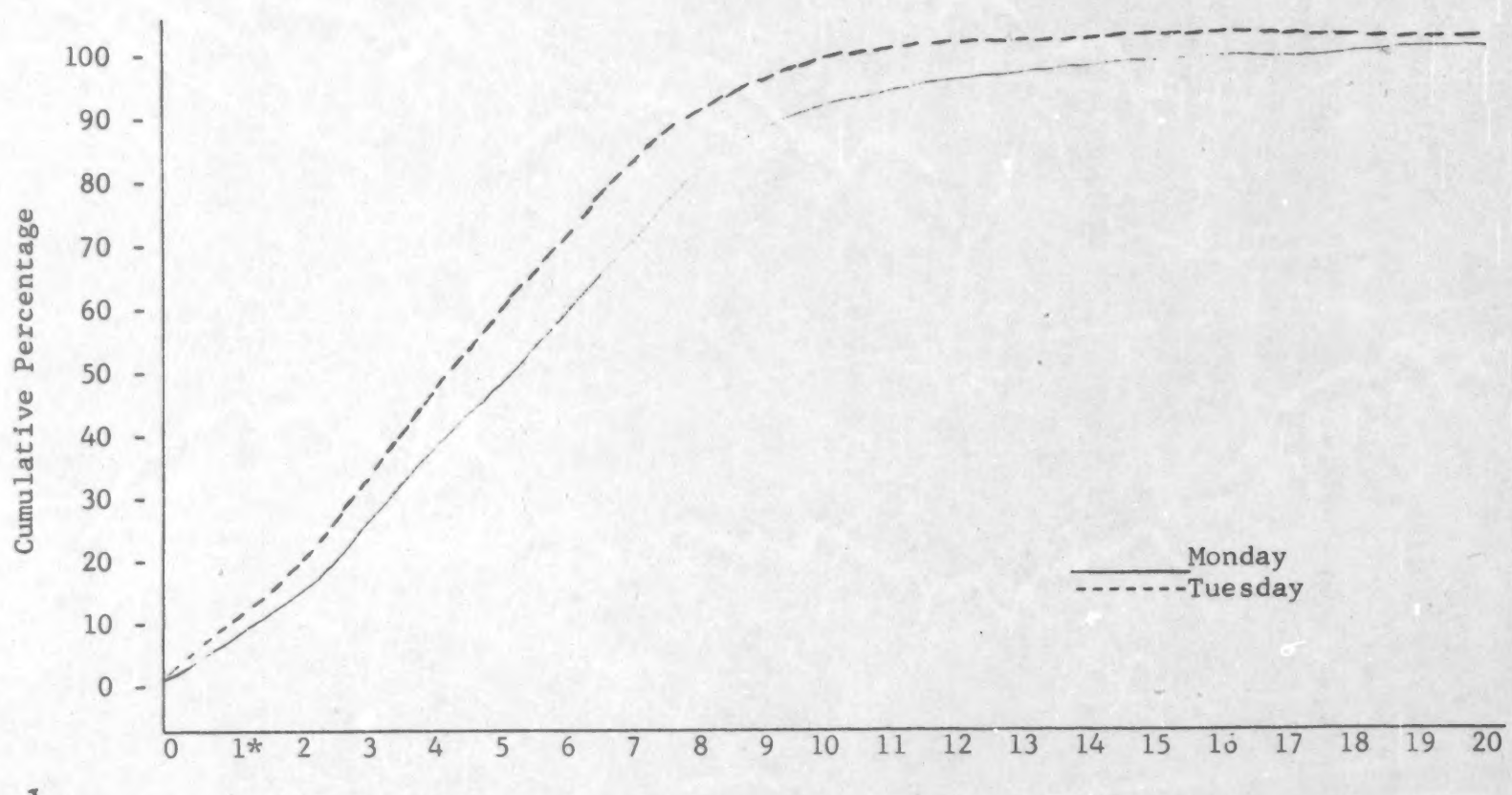
Workshop Day	No. in Atten.	Workshop Participants							
		Sex		Class			Officers		
		M	F	Soph.	Jr.	Sr.	Local	State	Other
Monday	245	37%	63%	3%	53%	44%	50%	33%	17%
Tuesday	155	51%	49%	1%	55%	44%	30%	55%	15%
Wednesday	60								

Figure 1 graphically presents the cumulative distribution of percentages for respondents to the Kropp-Verner workshop inventory scale, a 20-item Thurstone-type scale. The items included in the workshop evaluation instrument are presented in List 1. It can be seen that the responses are highly positive by the rapid increase of percent over the first six items. On the first day, the evaluations were slightly less than for the second day. This is probably due to the self-selection of participants wherein those that did not feel the workshop was of value to their future role did not return for the second session, therefore, inflating the positive image of the workshop by eliminating the more negative participants. However, the median for both days is high. On Monday's session, the median score was 5.18 with an interquartile range of 1.95. On Tuesday's session, the median score was 4.30 with an interquartile range of 1.95. This data indicates that a majority of responses were the strong positive statements represented by items one through seven (List 1). Figure 2 depicts the frequency of selection of each item on the scale again showing the high positive reaction to the workshop activities. With an average of five responses per participant per reaction scale, it can be seen that only approximately 4% of the total participants for both days checked negative evaluative comments on the scale.

List 1

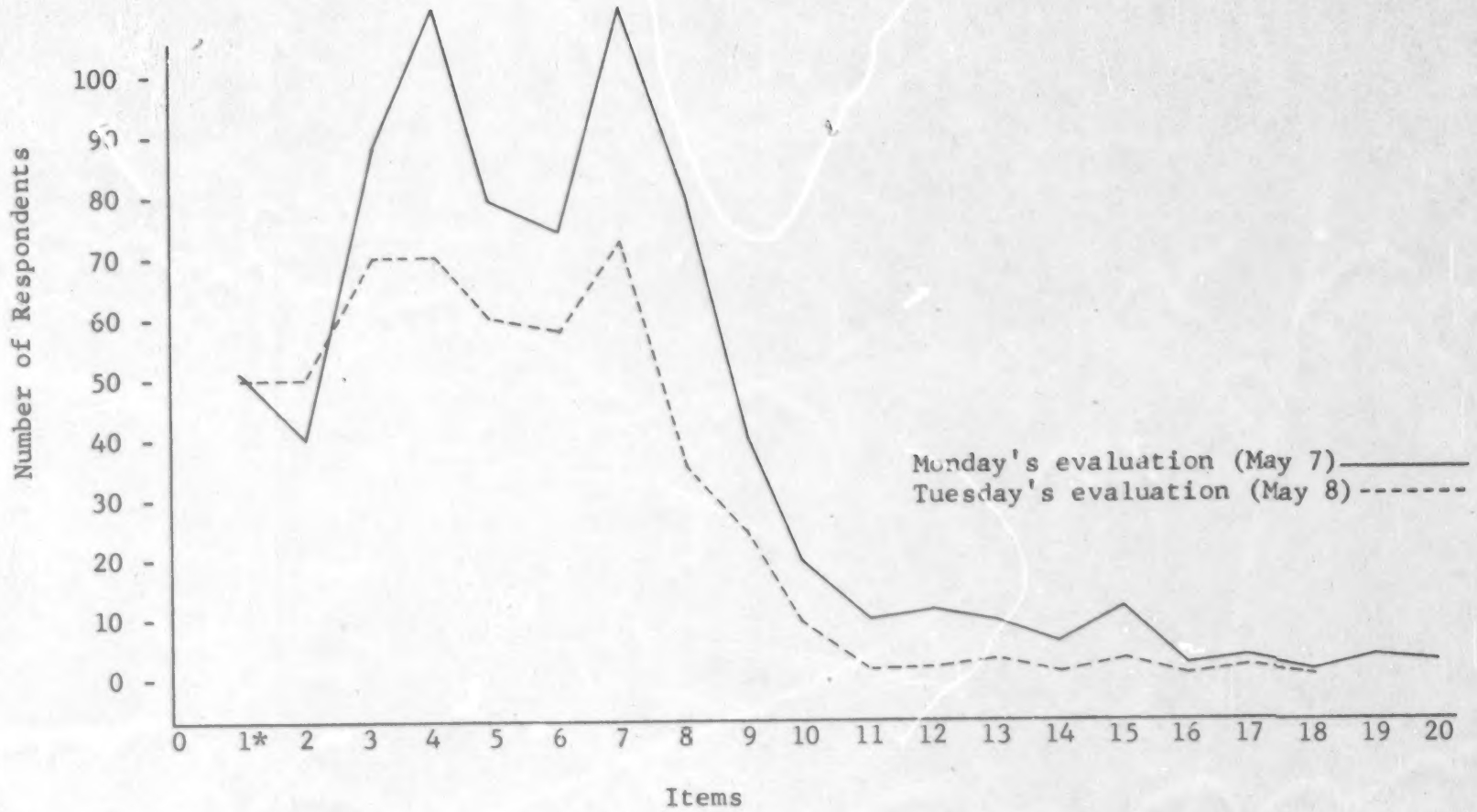
WORKSHOP EVALUATION ITEMS

1. _____It was one of the most rewarding experiences I have ever had.
2. _____Exactly what I wanted.
3. _____I hope we can have another one in the near future.
4. _____It provided the kind of experience that I can apply to my own situation.
5. _____It helped me personally.
6. _____It solved some problems for me.
7. _____I think it served its purpose.
8. _____It had some merits.
9. _____It was fair.
10. _____It was neither very good nor very poor.
11. _____I was mildly disappointed.
12. _____It was not exactly what I needed.
13. _____It was too general.
14. _____I am not taking any new ideas away.
15. _____It didn't hold my interest.
16. _____It was much too superficial.
17. _____I leave dissatisfied.
18. _____It was very poorly planned.
19. _____I didn't learn a thing.
20. _____It was a complete waste of time.



Cumulative Percentage Of Students
Perception of Workshop Simulation Activities

Figure 1



*The items to which the participants' responded can be found in List 1.

1973 Career Development Conference
Leadership Development Workshops
Daily Evaluation Summary

Figure 2

Table 2 gives the percentages of student participation that:

a) felt the simulation materials prescribed would be helpful in training local DECA officers;

b) felt the leadership development workshops were enjoyable;

c) felt they would be a more effective officer having gone through the simulation; and

d) felt they would recommend these materials to their local chapter advisor.

All items received support from more than ninety percent of the participants each day. The high ratings show consistency between these items and the over-all reaction given on the workshop evaluation scale.

Table 2

PERCENTAGES OF PARTICIPANTS' EVALUATION OF SIMULATION WORKSHOP

The percentage of participants who felt that:	Monday Workshop	Tuesday Workshop
a. the simulation materials presented would be helpful in training local DECA officers	98%	91%
b. the leadership development workshops were enjoyable	93%	95%
c. they would be a more effective officer having gone through the simulation	94%	99%
d. they would recommend these materials to their local chapter advisor	93%	99%

Conclusion

There are several important points that the data supports. First, the descriptive data indicates a high degree of interest from local and state high school DECA officers. The Kropp-Verner Scale (Workshop Evaluation) indicates a high positive reaction from the participants related to the over-all workshop. This high positive reaction supports the developers' assumption that an action-oriented workshop experience generates a high degree of satisfaction and a high general attitude toward workshop content.

In looking at future workshops at the national conference, there needs to be a broader evaluation of the conference program so as to more effectively serve the needs of the participants. This evaluation should take place in three phases:

First, the context evaluation which would help program planners formulate a conference plan which will serve the participant best.

Second, the process evaluation which would serve to provide information about various components of the conference; and

Third, there is a need for follow-up information so as to make judgment about the effectiveness of the conference as related to its prescribed goals.

The data also reflected a need to provide leadership training materials for use at the state and local levels in DECA. The materials used in the simulation workshops should be packaged with a user's guide in an effort to meet this expressed need. Moreover,

additional types of materials focusing on high school leadership development should be developed. It is the view of the evaluation consultant that training sessions should be limited to those students that have limited experience in a local or state officers position or will hold office at sometime in the future. The major training effort at the national level should be directed toward juniors holding local DECA office and/or juniors and seniors holding a state DECA office. The need for limiting enrollment in the leadership training program is due mainly to administrative concerns. When administering the simulation to groups of over 30, the management of paper and people is an obvious problem and active participation is curtailed proportionately.

The over-all indication from the data collected is that the workshop staff was well received by the participants and that more activities of this nature should be available at the local, state and national levels for high school leadership training in the Distributive Education Clubs of America.